

# THE SHAKERITE

April 29, 2009 • Volume 79 • Issue 8 • Shaker Heights High School • 15911 Aldersyde Drive • Shaker Heights, Ohio 44120

## CUFFS for a CAUSE

Principal Michael Griffith  
went behind bars to  
support research for  
muscular dystrophy.  
Check out Noteworthy  
to see how he was  
bailed out!

**NOTEWORTHY, PAGE 4**

### **RUN! THE COPS ARE HERE!**

THERE ARE LOTS OF MISCONCEPTIONS ABOUT WHAT HAPPENS WHEN HIGH SCHOOL STUDENTS GET BUSTED FOR DRINKING AT PARTIES. CHECK OUT THE BEAT TO FIND OUT THE REAL DEAL ABOUT WHAT THE PUNISHMENTS WILL ACTUALLY BE, AND WHICH ONES ARE SIMPLY RUMORS.



### **FROM SCHOOL BUS TO TOUR BUS**

UP AND COMING RAPPER KID CUDI ONCE WALKED THE HALLS OF SHAKER HEIGHTS HIGH SCHOOL. NOW, HE PERFORMS CONCERTS ALL OVER THE COUNTRY AND HASN'T FAILED TO REP HIS ROOTS IN CLEVELAND. HEAD OVER TO LIMELIGHT TO SEE HOW THIS FORMER SHAKER STUDENT IS MAKING A NAME FOR HIMSELF.





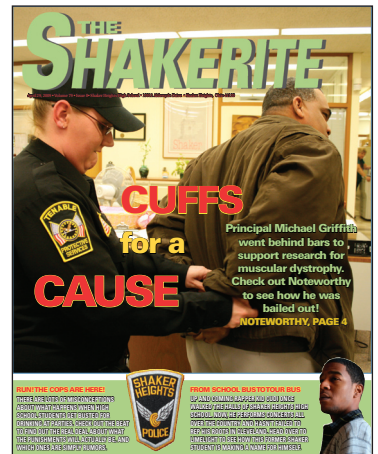
# What's Inside

04.29.09

## “GOING BEHIND BARS FOR GOOD”

In an effort to raise money for muscular dystrophy research, Principal Michael Griffith had himself “arrested” in the main office April 22. Along with seven other prominent Clevelanders, Griffith had a fake bail set at \$1600, paid in advance, and he symbolically sat in the Oakwood Country Club “jail” for a few hours. Head to Noteworthy on page 5 for the entire story.

DIANA JACK



## EDITORS' NOTE Saying goodbye

The end. 720 days of classes, four intense years of varsity sports and extra curriculars, countless AP exams, 17 issues as editors of The Shakerite and 13 college acceptances later, high school is finally over. It is difficult to comprehend that four years ago the high school seemed so large and foreign. New locker combinations, longer lunch lines, harder classes and new people -- going to school with 18-year-olds was a pretty intimidating experience at the time. But looking back, every experience that we've had over these four years will significantly impact our futures.



DIANA JACK

In typical Shakerite style, we leave with a few words of advice in our last column as editors in chief. To the freshmen, enjoy being a carefree underclassman. High school will fly by and before you know it, you'll be taking the SATs and spending hours on Naviance trying to figure out if you're going to get into your dream school. So before the stress of taking six AP classes and figuring out which colleges you want to apply to kicks in, try to enjoy what Shaker offers. Enroll in as many activities as possible and stay focused, so that by the time you're a senior, you can proudly put down how many leadership positions you held while in high school.



ALEXIA SYKES

To the sophomores, prepare for a difficult year ahead. SATs, ACTs, PSATs, and many more acronyms are coming your way. While the OGTs are thankfully over, standardized testing will consume your junior year. If your parents sign you up for SAT prep classes, don't skip them and watch Gossip Girl or Sports Center instead. They will actually work in your favor (although you should mentally prepare yourself for three hours of complete and utter boredom). Get into the Shaker spirit and go all out for spirit days and sporting events. Most likely, you'll be too bogged down with college applications to remember if it is Wild Wild West day or Tacky Day during spirit week, but go for it anyway.

And to the class of 2010, don't let the college stress consume you. Take a deep breath; your guidance counselor will probably become your best friend, and you are actually going to get into college. Most importantly, take advantage of senior privileges. You've spent the past three years waiting to be on top and now the title is finally yours. Don't let Senioritis get the best of you during second semester. Continue to turn in assignments on time, and if you feel yourself about to lash out at an administrator because you're tired of hearing the same old story, bite your lip and remember—freedom is near.

So as we depart, we say thank you, Shaker Heights High School, for teaching us the ups and downs of life (literally, via staircases), and providing a great education and social atmosphere for the past four years. As we prepare for the next stage of our lives in locations around the country, Shaker will remain near and dear to our hearts. Good luck to all of you.

## WHAT TO LOOK FOR THIS ISSUE

**6 CONGRATS! YOU'VE BEEN 'HONORED'**

Eligible members of the organization... The SHS is an international society whose "international headquarters" just happens to be located at 15911 North Olmsted Rd., Olmsted, Georgia. The reason for the international title, according to Gabe, is that several international students receive nominations as well, although he could not name a specific number of students or any other country. Another representative did say that the organization counted members in Mexico, China and Korea. Despite the society's international title, the collected fees remain in the United States. "I don't think the bank is overseas," Gabe said.

The information provided by both the website and on-site representatives should clue the students that joining the society is not really such an honor. Gabe's representative David Perreault has never heard of the organization, but gives a word of advice to those who received SHS letters. "If it really legitimates, you wouldn't have to pay money. If they're giving you scholarships, you shouldn't have to pay anything," Perreault said.

**NAVIANCE NOT AS ANONYMOUS AS YOU THINK**

According to Blum, the graph gives students an axis with GPA as one variable and standardized testing score as another. A graph is available for all colleges within the Naviance database, and graphs every participating Shaker student are applied to the specific school this year and last. It also shows, using trends, if the student was deferred, waitlisted or accepted. For a senior class as small as Shaker's, it's at times not difficult for students to identify their peers on the Naviance. Say for example, there enters a peer in one university. Those three students could easily look at the Naviance, identify the symbol that represents their other two--and thereby know those students' GPA and test scores. In a culture of extremely competitive college applications, it's not surprising that some students find themselves analyzing Naviance several times a day, trying to figure out how to stand out.

Senior Olivia Taylor uses Naviance and finds it helpful, she feels comfortable with her GPA being accessed through the Naviance application. Blum does not think that the Naviance is a negative aspect of Naviance. "As long as there's no cheating... the downside is that the phone is only one year's worth." The Shaker student stated that the only time stress may occur is when students almost the program. "If students are spending their time looking at what they're not doing, then they're not using Naviance correctly."

The Naviance exemplifies student choice in the system, according to Blum.

**HELLO TO CHINA**

Shaker continues to expand its horizons eastward by welcoming a Chinese language program into the elementary schools.

Chinese language teacher Emma Li for three years, Shaker continues to expand its horizons eastward by welcoming a Chinese language program into the elementary schools.

**14 LONG LIVE LAWN DAY**

Lawn day is a valued tradition for Shaker seniors, but rumors that this year would mark the end of the tradition persist, prompting the class of 2009 to print "Last class on the grass" T-shirts. It's no secret that some seniors pursued illegal and/or intimate acts during lawn days past. As of now, however, administrators have done nothing more than ban tents during the May 8 celebration.

**Savor traditions**

Shaker students deserve lawn day

**9 PEOPLE'S NEW TAKEOVER**

WHICH COMPUTER DO YOU THINK IS BETTER: MAC OR OTHER?

DO YOU THINK APPLE'S GENERATION IS A FUTURE-READY GENERATION?

Apple's Generation is a future-ready generation.

**11 LAWYER UNDER SIEGE**

The time-honored tradition of sitting out on the lawn, soaking up the sun on the last Friday before senior project has gone through many modifications so far this year. Check out Shaker Speaks to see what students think.

## THE SHAKERITE

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# MAY



Celebrate Cinco De Mayo with your friends this year by making some authentic Mexican dips! These recipes, courtesy of [allrecipes.com](http://allrecipes.com), are quick and delicious!

## Fresh Tomato Salsa

### What you need:

3 chopped tomatoes  
½ cup finely chopped onions  
5 Serrano chiles, finely chopped  
½ cup chopped fresh cilantro  
1 teaspoon salt  
2 teaspoons lime juice

### What you do:

In a medium bowl, stir together tomatoes, onion, chili peppers, cilantro, salt and lime juice. Chill for one hour before serving.

## Authentic Mexican Guacamole

### What you need:

2 large ripe avocados (peeled and seeded)  
2 tablespoons finely chopped fresh cilantro  
2 teaspoons finely chopped yellow onion  
2 teaspoons minced jalapeno  
2 tablespoons chopped tomato  
2 teaspoons freshly squeezed lime juice  
½ teaspoon salt

### What you do:

Mash together 1 tablespoon cilantro, 1 teaspoon onion, 1 teaspoon jalapeno, and ½ teaspoon salt in the bottom of a medium bowl. Add the avocados and gently mash with a fork until chunky-smooth. Fold the remaining cilantro, onion and jalapeno into the mixture. Stir in tomato and lime juice, adjust seasonings to taste.

Compiled by Abby Schiller

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		"Dude I swear I just had like a 20-minute pee" "Try and guess how pregnant I am right now" "Last night I dreamed I was an octopus" "Her weave needs an expiration date" "We're about to get some mammograms"			1 Spring Ensemble Show at the high school @ 8 p.m.	2 Baseball vs. NDCL at Progressive Field @ 3 p.m.
3	4	5 Cinco De Mayo	6 Softball vs. Mentor at home @ 4:30 p.m.	7	8 Lawn Day	9
10 Mother's Day	11	12 Cleveland Indians vs. Chicago White Sox at Progressive Field @ 7:05 p.m.	13 Men's Lacrosse vs. St. John's Jesuit at home @ 5 p.m.	14 Dane Cook at The Q @ 8 p.m.	15	16 Senior Prom 8 p.m.- 12 a.m.
17 After Prom 12 a.m.- 4 a.m.	18 Men's & Women's Spring Athletic Awards at the high school @ 6:30 p.m.	19	20	21	22	23 Billy Joel & Elton John at The Q @ 7:30 p.m.
24	25 Memorial Day NO SCHOOL	26	27	28	29	30
31						

### AP EXAM SCHEDULE

#### Week 1: May 4- 8

#### Week 2: May 11-15

	Morning ( 8 a.m.)	Afternoon ( Noon)	Morning ( 8 a.m.)	Afternoon ( Noon)
Monday	Government	French	Biology	Physics
Tuesday	Spanish Language	Statistics	Environmental Sci. & Chemistry	Psychology
Wednesday	Calculus- AB & BC		English Language & Comp.	
Thursday	English Literature & German		Macroeconomics & World History	Microeconomics
Friday	U.S. History	European History	Spanish Literature	Latin





## 10-YEAR ANNIVERSARY OF COLUMBINE BRINGS FACTS TO LIGHT

Ten years after one of the most infamous high school shootings in American history, Columbine was remembered April 20. The shootings, perpetrated by two teen males, occurred in Littleton, Colorado at Columbine High School. While 13 families commemorate their loved ones, others honor their memory by debunking common myths and bringing the facts of that day to light. One is journalist and author Dave Cullen, who recently published the book “Columbine.” It unravels misconceptions about that day, like the shooters had a hit list directed at athletes, or jocks, which is untrue. The two teenagers were, in fact, far from outcasts at school, as the American public perceived them to be following the event. The book also discusses the public’s perception of the tragedy and how the dawn of the cell phone age facilitated the spread of false facts about Columbine.

VICTORIA FYDRYCH



## SHOULD ALL ROADS LEAD TO COLLEGE?



Shaker students are encouraged to pursue higher education, but what about students who don’t want to go to college? Where does Shaker’s college-focused curriculum leave them? Shaker schools primarily focus on college as a student’s destination after high school. A recent accreditation report suggested the school develop curriculum and advising for students who are not headed for college. College vs. vocational schools: read on and see how Shaker’s treatment of each differs.

### A COLLEGE COURSE-LOAD.

Shaker focuses on sending the majority of its students to college. Guidance counselors begin creating a four-year post high school plan starting as early as a student’s sophomore year, with the eventual destination being college. “[We] prepare young people to have the opportunity for a four-year college as their ultimate goal,” said Principal Michael Griffith, adding that the entire guidance department’s focus is secondary schooling. For sophomores, a week of English classes every spring is spent exploring colleges and post-college career opportunities. Classes are designed to prepare students for college as well, developing analytical reading and writing skills. Shaker offers Advanced Placement classes as early as sophomore year. Also offered are double period science classes, such as AP biology and AP chemistry. All require taking the AP exam as part of the course; passing the exam gives students advantages, as they receive college credit for these classes in college.



### REACHING ACROSS THE GLOBE.

But Griffith values global awareness as the most important tool to guide prospective college students because many universities now require abroad experiences as part of their curriculums. “[It’s] the ability to function with people from every background,” Griffith said. This is developed through “all the global emphasis with the exchange programs,” he added. The exchange program involves students from countries such as Japan, Germany, and Argentina; several Shaker students participate in these programs through American Field Service (AFS). German students, for example, can spend a semester or full school year abroad in Goslar, Germany, where Shaker has a liaison with the local school. Griffith stresses that developing an eye for global awareness through international interactions is key to succeeding in college and post-secondary education.



### VOCATIONAL SCHOOL: THE ALTERNATIVE OPTION.

With almost the entire high school curriculum focused on preparing students for college, students who wish to pursue a different path are left with much less preparation. The guidance department provides some options for students not attending college. Guidance counselor David Peterjohn is the liaison between the Guidance Department and the CareerPrep Program, which allows Shaker students interested in trades rather than higher education to begin their educations. This program provides training in occupations ranging from nursing to automotive repair. Shaker students as well as students from Cleveland Heights and Warrensville Heights spend half a day in their regular classes and half a day of their training at Cleveland Heights High School. CareerPrep solely benefits those who choose not to attend college. “Some students can go right into the workforce, that’s the beauty of taking [training classes] in high school,” Peterjohn said.



Peterjohn



### A STUDENT’S PERSPECTIVE.

Senior Philip Bryan chose to enter the CareerPrep program after a guidance counselor introduced the idea to his English class during his sophomore year. Bryan, who will graduate from the program with a certified cosmetology license, feels that his decision meets with disapproval. “I definitely feel pressured that I should be going to college. People think it’s cool that I’m going to Heights, but they don’t understand it. They think you’re stupid,” Bryan said. After almost two years of attending the program, Bryan said, “They’re still trying to make me go to college. Shaker definitely pushes college more than career.” He adds that he is still happy with his choice to attend CareerPrep as opposed to college, but acknowledges that the program was much more difficult than he expected it to be. “People think we’re just doing each other’s hair all day long. We’ve just been learning all the bookwork before we go [take the license test],” he said. His advice for Shaker students researching their options is simple. “Encourage yourself to take all the steps you need. Take your ACT, your SAT, excel in school. You could still cut hair and go to college.”



Bryan

Compiled by Victoria Fydrich

## GRIFFITH GOES ‘BEHIND BARS’ FOR MUSCULAR DYSTROPHY

BY JESSICA YODER  
STAFF REPORTER

Not too many people would agree to have a warrant issued for their arrest, but Principal Michael Griffith gladly agreed to be “locked up” behind bars for a fundraiser April 22.

The cause is muscular dystrophy, a genetic disorder that weakens muscles that help the body move. The disease, which may not show up until the victim is an adult, is debilitating, causing the loss of walking ability.



Allie Levin • The Shakerite

“Arrested” in the high school main office by an “officer” at approximately 11 a.m., Griffith was taken to his “cell” at the Oakwood Country Club in Cleveland Heights. There, he got his photo taken behind bars and had lunch with the other “in-mates.”

Griffith’s bail was set at \$1,600, which can send two children to a Muscular Dystrophy Association-run summer camp in Strongsville.

Members of the community are donating for the cause; Griffith only spent a few hours locked up because the bail was paid prior to his arrest.

The website, where the community can help pay off Griffith’s bail, provides donors with evidence of where their money is going. An \$85 donation funds one minute of research, \$800 to send one child to the MDA summer camp and \$2,000 to assist a student with a wheelchair or leg braces.

Griffith has no connections to muscular dystrophy, but was approached and asked to participate in the charity event by a community member.

“I decided this would be a good idea because it was a neat opportunity,” Griffith said.

Griffith and seven other prominent members of the Cleveland East Side’s local communities are being arrested for the cause.

THIS FLYER, POSTED throughout the school, promoted Principal Michael Griffith’s stint behind bars to raise funds for patients with muscular dystrophy. It lists the website where Shaker residents could donate.



Victoria Fydrich • The Shakerite

## Accident claims Will Bewley, ‘08

BY NATALIE VICCHIO  
NOTEWORTHY EDITOR

William Bewley (’08), died early March 30 in a one-car crash in Cleveland. He was 19.

An aspiring culinary student, Bewley impacted Shaker with his friendly nature.

According to school records, Bewley was attending Cleveland Community College and majoring in the culinary arts.



Bewley

“I would see him in the hallway and I always noticed his beautiful smile and rosy cheeks,” said physical education teacher Susan Brown.

Although Brown never taught Bewley, she said that she never recalled seeing him alone.

Michael Babinec, English teacher, also never taught Bewley, but on Bewley’s online memorial guest book, Babinec paid respect to Bewley’s athleticism.

“I was well aware of his of his positive impact both in and

out of the Shaker classroom and on and off the athletic fields,” Babinec wrote.

Bewley played both junior varsity and varsity hockey.

Shaker ’08 alum Becca Semel, one of Bewley’s friends, also signed the guest book.

“Will was an amazing friend and a wonderful person. I have so many memories of Will, starting at Mercer, and all of these memories make me smile,” Semel stated.

Sympathetic Shaker students also made Facebook groups in Bewley’s memory. The groups offered message boards where mourning students could voice fond memories of their classmate.

Son of Douglas and Joan Bewley and brother of three, Bewley’s family would like donations to go to the Central Office of Alcoholics Anonymous in Cleveland or Glenberg Hospital in Rock Creek.

Bewley’s mass and funeral were held April 1 at the Church of St. Dominic.



# NHD DOMINATES STUDENT WORKLOAD

BY BRANDON PATTERSON  
STAFF REPORTER

Some of Shaker's greatest success is not achieved on the football field, but in the buildings of Case Western Reserve University, the location of district finals for the National History Day competition.

"It was so intimidating," junior Murphy Metheny said. "There were so many kids with so many outstanding projects."

National History Day, founded in 1974 at Case Western Reserve, is a history competition held nationwide in which thousands of students compete in five categories: research papers, exhibits, documentaries, performances and websites. All categories except for research papers have options to work in groups of up to five students.

The winning projects were not created overnight; they took months to plan and perfect. So much time goes into an NHD project that many Shaker students would say the pursuit eventually became an obsession.

"For an entire month, I was working on NHD for at least five hours a day," sophomore Anna Baerman said. "But it seemed worth it at the time. It's a tough competition, and you have to do what it takes to move on."

Baerman's experience is typical among students who participate; sophomore Gabriel Gordon is one of many individuals who put significant time into NHD.

"My life began to revolve around NHD," said Gordon, district finalist and national qualifier at the Ohio History Day Competition on April 25. "But my teacher, Mr. [Tim] Mitchell, encouraged me to keep working on it, and luckily for me, it worked out," he said.

"NHD took over my life," said sophomore David Neary, district finalist. "At times during class, I would drift off and wonder what else I could do to make it better. NHD was all I could think about. It sounds weird, but . . . I would have to admit, I was obsessed."

Because of NHD's demands, students can struggle to meet other academic requirements.

"It was hard to focus on my other classes," junior Hannah Thompson said. "After the competition was over, I realized that I had a lot of missing assignments in all of my classes. NHD is a legit time consumer!"

Teachers see the impact of the competition in their classrooms, too. English teacher Beth Colquitt said that students tend to focus too much on the project.

"When students are involved in National History Day, they tend to stop doing work for other classes, including mine," she said.

Although she believes that the project benefits students, she thinks the intensity of the assignment should be decreased.

"Somehow the pressure on the students needs to be lessened. . . History isn't the only class that students take," she said. Participants are supported by history teachers Timothy Mitchell, Dann

Parker and Sarah Davis.

"I don't force my students to participate in NHD," said Sarah Davis, Advanced Placement World History teacher. "But I do highly encourage them to compete. It gives them a different view of history; instead of them just learning from a textbook, they are able to make it fun and interesting."

Advanced Placement United States and Modern European History students must complete an NHD presentation as part of their course requirements.

Parker, who teaches AP U.S. and European History, believes that NHD is a rewarding experience.

"I try to work hard with my students prior to the competition," said Parker, who has participated in the competition for about 10 years. "I take NHD very seriously; it is mandatory for all of my students to participate... I believe it's an experience of a lifetime." Some Shaker students have even opted out of taking an AP history course because of the NHD requirement.

"I was debating [whether] to take AP European History my junior year . . . but once I found out that I would have to do NHD, I said 'No way!' I wasn't about to spend my life doing one stupid project," junior Katie Testen said.

AP World student Kortney Morrow, on the other hand, said that NHD was a worthwhile experience. "I decided to do NHD even though I didn't have to. It's not all bad as people make it seem."

"When I signed up for AP European History, I knew what I was getting myself into," said junior Brienne Einstein, NHD district finalist. "Sure, NHD took up a lot of time, but it was fun at times especially because I worked in a group, and I actually learned stuff."

Even if a class lists NHD as a requirement, participation in the competition is not mandatory. "I did NHD just for the grade," said junior Theo Albano, AP European History student. "I didn't want to spend my time working all day on NHD, so I just wrote my paper and turned it in, simple as that."

Senior Michael Neary said, "I would like to think that I had a pretty good exhibit. But I hated how serious everyone took it and how much time they all put into it . . . that's just not me, so I just did my NHD for the grade."



Courtesy of Matthew and David Neary

NHD THIRD PLACE winners David Neary, Matthew Neary and David Gabriel researched John Muir, and presented their findings in exhibit form.

## Lockdown a success, but more planning remains goal



Photo Courtesy of Ariel Hanna  
A STUDENT SNAPPED a shot with her cell phone of police officers entering a classroom and searching during the lockdown March 18.

BY NATALIE VICCHIO  
NOTEWORTHY EDITOR

The March 18 lockdown was considered a procedural success by the city, but for the high school building, it was a reality check.

According to Principal Michael Griffith, students followed the procedure well, but the high school building was not as prepared. "We were quick, we were effective...there's nothing that's major, it's more fine tuning," Griffith said. Due to a few doors' inability to lock, the public address system inaudibility in certain rooms and staff questions, there was plenty of confusion.

"All staff were asked to email issues that occurred," Griffith said. Assistant Principal Eric Hutchinson is working with Shaker staff to improve the school for another possible lockdown. He said that they are working on the PA system, but that it's going to take time. "This is an older building; we know that there are areas in this building that the speakers do not penetrate," Hutchinson said. Another issue, he said, is focusing on missing clipboards with lockdown procedure instructions. "There are always going to be places in this building that are unsupervised."

The choir room, which holds one of the largest classes in the high school, did not hear the lockdown announcement and continued with their activities. The police would not comment regarding not searching all rooms.

Sophomore Sabrina Paskewitz also showed concern regarding the thoroughness of the police search. "They didn't seem to search many parts of the high school," she said. Griffith said the lockdown raised concerns regarding specific evacuation procedures for the egress, senior lounge and cafeteria as well as the timing. The call was made at approximately 12:30 p.m., according to the Shaker Heights Police Department, which is 10 minutes short of eighth period lunch on the daily schedule. Griffith said it was lucky that the lockdown coincided with Ohio Graduation Test week, and therefore, students were in their second period class at the time. Griffith said that he is suggesting a lockdown drill during a lunch period in which students learn a still undefined procedure of evacuation.

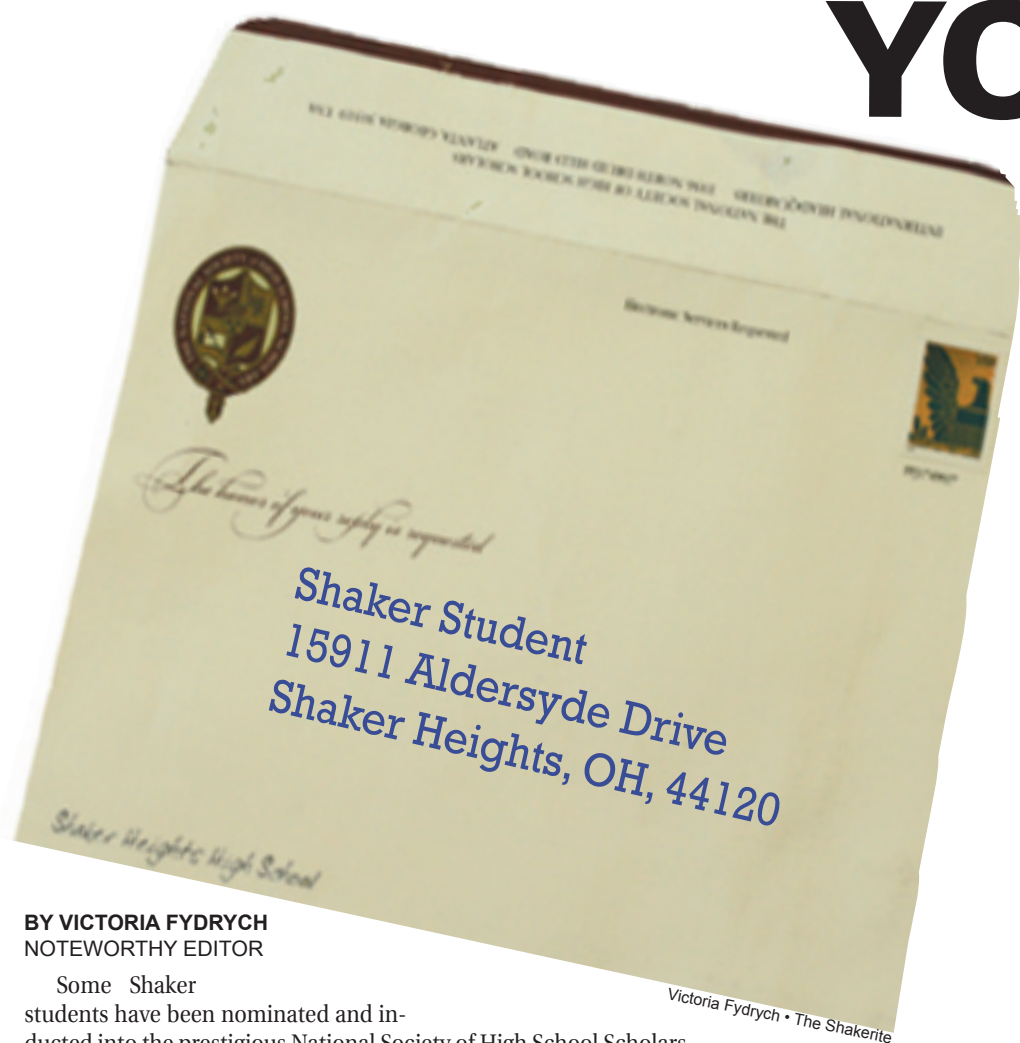
According to SHPD, the caller who reported several trespassers in the school was male. While the event is still under investigation, the police department has a primary suspect.

Shaker Heights Police Lt. Jeff DeMuth said the Shaker lockdown went well considering the number of students in the school.

The district cannot determine if they will press charges against the person responsible for the call due to the nature of the investigation. According to Griffith, the police department would most likely press charges because of the amount of police and time it took to check the school.



# CONGRATS! YOU'VE BEEN 'HONORED'



BY VICTORIA FYDRYCH  
NOTEWORTHY EDITOR

Some Shaker students have been nominated and inducted into the prestigious National Society of High School Scholars.

In the nomination letter, founder and chairman Claes Nobel states that it is an honor to be selected out of millions of high school students and the organization provides valuable scholarship opportunities as well as a respectable society to participate in. In the last year alone, 107 scholarships were awarded to members every year, totaling more than \$100,000. The organization credits itself with advisory board members such as Maya Angelou and Elon Musk, the founder of PayPal. Sounds like the chance of a lifetime.

Not so much.

The society, which is similar in name to the legitimate organization the National Honor Society, requests a \$60 membership fee. The payment is used "to help cover the organizational costs of ful-

filling the mission of the organization," according to the society's website at [www.nshss.org](http://www.nshss.org). NSHSS representative Gene explains that the member fees cover a certificate and free "graduation cord." The fees also provide funds for member events, which involve "college admissions officers and networking between high schools."

The organization's site is filled with press releases of students honored all over the country, which seems to give the society legitimacy. However, it is the organization itself that issues "the personalized press release[s] for local media", as promised under their list of membership benefits. Students are sent press releases fabricated by the society, and then students have the choice to release them to local newspapers.

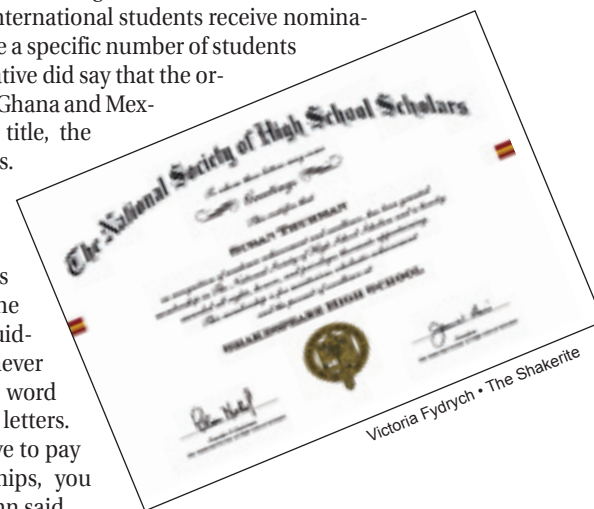
Supposedly, the society received its nominations from guidance counselors, administrators and schools nationwide. Students can also self-nominate themselves and are invited to join the society if they surpass the 3.5 cumulative GPA benchmark. Nominees also have to be second-semester sophomores. The NSHSS also admits to purchasing student names and addresses from businesses such as Kaplan Test Prep.

As the NSHSS is an international society, whose "international headquarters" just happen to be located at 1936 North Druid Hills Rd, Atlanta, Georgia. The reason for the international title, according to Gene, is that several international students receive nominations as well, although he could not name a specific number of students or any other country. Another representative did say that the organization counted members in Greece, Ghana and Mexico. Despite the society's international title, the collected fees remain in the United States.

"I don't think the bank is overseas,"

Gene said.

The information provided by both the website and on-site representatives should clue in students that joining the society is not really such an honor. Guidance counselor David Peterjohn has never heard of the organization, but gives a word of advice to those who received NSHSS letters. "If it's really legitimate, you wouldn't have to pay money. If they're giving you scholarships, you shouldn't have to pay anything," Peterjohn said.



## NAVIANCE NOT AS ANONYMOUS AS YOU THINK

BY NATALIE VICCHIO  
NOTEWORTHY EDITOR

Promoted as a tool to facilitate the college application process, Naviance has become the latest weapon in the college anxiety war. With college acceptance becoming more difficult, the guidance department has turned to Naviance and recently introduced the software to sophomores during the career research unit.

Used by approximately 3.5 million students worldwide, Naviance, the leading provider of planning and advising systems, gives high school students access to more than 2000 colleges and aims to make the college application process easier.

Designed to help students research colleges and organize their application processes, Naviance is being used with special emphasis on the Scattergram, a feature that allows students to see their classmates' GPA and standardized test scores.

According to Shaker guidance counselors, Naviance is mandatory to sign up for, but optional to use. "When you start going online to start applying to colleges, you know where to go," said Guidance Department Chairwoman Eileen Blattner. She supports the program and believes it does not increase anxiety. "The more knowledge you have, the less anxiety," Blattner said. She continued that the only time stress may occur is when students abuse the program. "If [students] are spending their time looking at who got in [to colleges], then they are not using Naviance correctly."

The Scattergram exemplifies student abuse of the system, ac-

cording to Blattner. The graph plots students on an axis with GPA as one variable and standardized testing score as another. A graph is available for all colleges within the Naviance database and graphs every participating Shaker student who applied to the specific school this year and last. It also shows, using symbols, if the student was deferred, waitlisted or accepted.

In a senior class as small as Shaker's, it's at times not difficult for students to identify their peers on the Scattergram. Say, for example, three seniors apply to one university. Those three students could easily look at the Scattergram, identify the symbol that represents them and with just a little effort identify the symbols representing the other two – and thereby know those students' GPAs and test scores. In a culture of extremely competitive college applications, it's no surprise that some students find themselves analyzing Scattergrams several times a day or week, prompting parents to forbid access.

Senior Alyssa Taylor uses Naviance and finds it helpful; she feels comfortable with her GPA being accessed through the Scattergram application.

Blattner does not think that the Scattergram is negative aspect of Naviance. "As long as there's no names . . . the downside is that [the plots] are only one year's worth." She blames student knowledge of test scores on the recent implementation of the system. Blattner said that after a few years there will be so many plots on the graph that it will be very difficult to distinguish classmates.



Allie Levin • The Shakerite

STUDENTS OF ENGLISH teacher Michael Babinec explore Naviance for the first time, directed by guidance counselor Elizabeth Blakeslee-Vokes.





## TOP 10 SONGS FROM DAVID PENDLETON

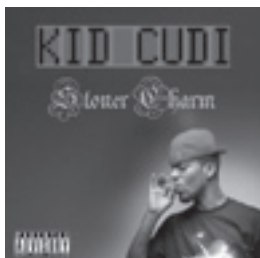
1. "Ask About Me" by Kid CuDi and Chip the Ripper  
number one choice because it is, "The dopest record I've ever heard." See Page 8 for more on the Shaker student-turned-rapper.

3. "What you know" by T.I.

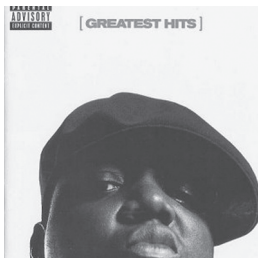
5. "History" by Jay-Z

7. "Whenever" by Kid Cudi

9. "I'm a Monster" by Lil' Wayne



www.wordpress.com



www.blogspot.com

2. "Get Money" by Notorious B.I.G.  
"This is my anthem," Pendleton said when asked why the song rates number two on his list.

4. "Uptown Roamers" by  
Wale

6. "Go Hard" by Kanye West

8. "Last of a Dying Breed" by  
Ludacris and Lil' Wayne

10. "On Deck" by Gucci  
Mane



# twitterific

- Twitter, Facebook and other social networking sites take over our lives and our lingo. This growing trend among technology savvy-users allows them to show their literary wit in 140-character bite-sized texts

BY JULIA CELESTE  
LIMELIGHT EDITOR

Tried of constantly refreshing your home page to see people's status updates?

Let Twitter do it for you.

Used by 14 million people who in the past month made 99 million posts, twitter is one of the fastest growing social networks on the web – mostly due to its ease of use and the usefulness of the information it can provide. However, unlike like Facebook, which began by targeting a college audience and eventually appealed to a younger, high school audience, Twitter's primary audience is young- to middle-aged adults and corporations. Twitter's ability to gain steam could partly be attributed to their participation of the site in the recent presidential election.

On twitter, users send brief messages, or "tweets," to any subscribers of their twitter stream by simply clicking subscribe. A tweet message cannot exceed 140 characters. Tweets can say anything from, "I just ate breakfast," to "waiting for my flight to NYC." In short, when someone tweets a message, their tweet is sent to your phone or e-mail, allowing you to follow what the sender is doing every minute, every hour or every day.

Although the prospect of following someone's every move may not seem too enticing right now, radio stations are enjoying the publicity of Twitter. Stations such a 96.5 Kiss FM and 107.9 now sign off their daily broadcasts with an invitation to "follow us on twitter."

### FUN FACT 101

14 million people use twitter.  
That is four times the number  
of people who live in Puerto  
Rico.

## Twitter vs. Facebook

**Cheers** to Twitter for the easy ability to update your status and allow friends and family to "stalk" you.

**Jeers** to Facebook for the lax security that allows anyone to stalk you by just refreshing the home screen on their Facebook page

**Cheers** to Facebook for allowing you to reconnect with long-lost friends from elementary school as well as relatives and siblings you forgot to call back.

**Jeers** to Twitter's three-step system for assessing popularity.

**Cheers** to Twitter for allowing our parents to have a fun place to feel young again and use the World Wide Web.

**Jeers** to Facebook for allowing our parents to have Facebook accounts and follow our weekend plans by simply clicking the wall-to-wall option and nearby photo albums.

**Cheers** to Facebook for being worth \$1.5 billion because of how quickly it has internationally captivated millions of teenagers, young adults and even grandparents.

**Cheers** to Facebook for eliminating the need for AOL Instant Messenger with the new and ever-popular Facebook chat.

**Jeers** to Twitter's weird phrases such as tweet and mistweet for describing communication.

**Cheers** to Twitter for it's cute bird logo

**Jeers** to Facebook for distracting us from the mountains of homework we have to complete each night while we stare at the computer screen, watching friends update their statuses and post new pictures and graffiti.

**Cheers** to Twitter for distracting our parents from our now falling grades.

**Jeers** to Facebook for the site redesigns, each time making the site more difficult to navigate and read.

**Jeers** to Facebook that even though we hate the new design, we still spend hours clicking around the site.

**Cheers** to Twitter for one sweet design with no need for a re-do.

**Jeers** to Facebook for hiding the birthday list that once made us all feel loved on our special days.

**Cheers** to Twitter for allowing people to tell everyone that is their birthday, consequently receiving multiple "Happy Birthdays."

**Jeers** to Facebook for getting rid of a condensed section of only status updates for the inner creeper in all of us.

**Cheers** to Twitter for filling the gap left by Facebook in the status update field.



### DO YOU HAVE A FACEBOOK?

10%  
No



90%  
Yes

A telephone poll of 100 students conducted by The Shakerite staff, margin of error +/- 9.8 percent  
Infographic by Alexa Sykes

### HAVE YOU EVER USED TWITTER?



77%  
No

23%  
Yes

## TWITTER GLOSSARY

**At Reply, or "@reply":** A direct tweet sent to another Twitter user.

**Dweet:** Tweet sent while drunk

**Hash Tag:** The "#" sign. Allows Twitter users to group tweets by topic, making it easier to search particular conversations using Twitter Search.

**Link:** Including a URL in your tweet.

**MisTweet:** A tweet one later regrets.

**ReTweet:** To repost something that's already in the Twitter stream. Usually preceded by "RT" and "@[username]," to give credit to the original poster.

**SnapTweet:** A tweet that includes a photo taken with a cell phone, uploaded to Flickr and posted to Twitter via snaptweet.com.

**Twittcrastination:** Procrastination brought on by Twitter use.

**Twadd:** To add someone as a friend or follower.

**Twaigslst/Twebay:** To sell something on Twitter.

**Tweeter/Twitterer:** Someone who uses Twitter.

**TwinkedIn:** Inviting friends made on Twitter to connect on LinkedIn.

**Twittectomy:** To remove someone from the list of people you follow.

**Twitterati:** The A-list twitterers everyone follows.

**Twitterfly:** Twitter's version of a social butterfly, marked by the extreme use of @ signs.

**Twitterloooing:** Twittering from the bathroom.

**Twitterpated:** Overwhelmed with Twitter messages.

**Tweskank:** Someone who twitters while on a date.

**Twittfeinated, Twiggd Out, Twired:** To be so hyped up on twittering that you cannot sleep.



# 8 EMBODACE THE MARTIAN

• From self-financing a popular mixtape to meeting Kanye West at his day job, former SHHS student Scott Mescudi is taking the music scene by storm 7 years after leaving Shaker



BY SIMONE DUVAL  
LIMELIGHT EDITOR

Cleveland is the reason.

Scott Mescudi's success in the music industry is primarily due to his upbringing in the Cleveland suburbs of Shaker Heights and Solon. Mescudi, AKA rap artist KiD CuDi, has been on the fast track to fame ever since the release of his mixtape, "A Kid Named Cudi," in July 2008. At only 25 years old, KiD CuDi, who can cite his successful mixtape and collaboration with rapper/producer Kanye West as part of his résumé, just announced his signing with Universal Motown Records.

In addition to a national tour, KiD CuDi has also been deemed the "Cleveland rapper with a killer sing-song flow," by "Rolling Stone" magazine. An appearance on the new BET show "106 & Park" promoted his new music video for "Day N Night," which recently debuted at No. 3 on iTunes' Top Ten List. KiD CuDi has also deemed himself the 'martian', because his rhymes are so out of

this world. Despite his emerging stardom, KiD CuDi is still in tune with his roots. In fact, the song "Cleveland is the Reason" from "A Kid Named Cudi" sends a direct shout out to his hometown and its impact on his personality and career. The artist sings, "You wanna know exactly why I'm this way / Take a trip to the land, swing this way / After the song done ain't much I can say / Cleveland is my city."

Although he graduated from Solon High School, KiD CuDi was primarily affected by his Shaker years, according to his mother, Elsie Mescudi. Mescudi stated that her son's increased notoriety and tour keep him extremely busy and that he could not provide an interview for this story. However, as KiD CuDi's contact at "Elsie's Baby Boy Publishing," she

provided information in an email-interview.

KiD CuDi attended Shaker schools from 1989 to 2002 (pre-school through junior year).

"Growing up in Shaker Heights gave Scott the opportunity to be part of a 'melting pot.' He is truly a people person and has respect for all people," Mescudi stated. She added that

KiD CuDi's success is no coincidence; the foundation in language arts, music and art he received at Shaker schools prepared him well for his work in the music industry.

"I chose Shaker schools because I knew my four children would receive an excellent education. . . I understood that a solid and firm foundation would give my children the educational tools they would need to make their dreams come true," she continued.

With seventh grade spent at Roxboro Middle School in Cleveland Heights, KiD CuDi flourished under the influence of now Shaker graphics teacher Keaf Holliday, who worked at Roxboro at the time.

"We would get together . . . and he would show me some of his latest stuff," said Holliday, who later became KiD CuDi's mentor.

"Next thing I knew, he was 'grinding it out,' as they say, with some top bands and selling hip-hop gear in popular stores. Some big names would drop through the stores. He was discov-

ered by Kanye West," said Holliday, who designed the flier for KiD CuDi's 2008 concert at The Grog Shop on Coventry.

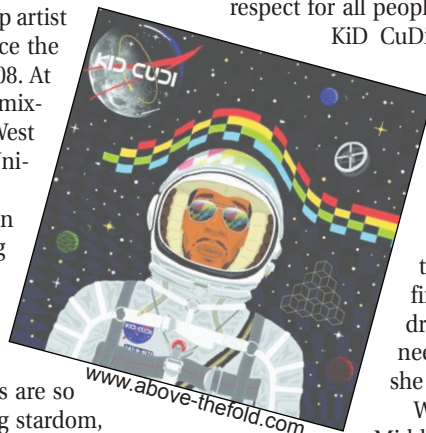
While KiD CuDi's artistic side was mentored by Holliday, his literary skills were nurtured by Assistant Principal Eric Hutchinson, who taught English at the middle school while Mescudi was there in 1997-98.

"I know that I was tough on Scott at times. This was because I knew that he could accomplish anything that I was asking of him. In a nutshell: I wanted him and all my students to be ready for life's battles. I know that the music industry is a monster. However, from what I am hearing from Scott's fans. . . he is being a beast," Hutchinson stated in an email-interview.

KiD CuDi's interest in music and rap began early. His mother discovered his musical talents one day at home. "I heard this beautiful voice, but I couldn't figure out where it was coming from. . . I followed this voice to their room, [and] the voice was coming from under bed! I got down and looked under the bed and I said, 'Scott, is that you? Sing that again!' And he sang 'Jesus Loves Me' again, and I discovered he had the most beautiful voice."

From then on, KiD CuDi dabbled in the creative arts. After spending a year at the University of Toledo, KiD CuDi decided that college was not for him and resolved to try his luck in New York City.

Mescudi stated, "He had his homemade CD and gave it out whenever he could. . . He met Plain Pat [who works for Kanye West]. . . Plain Pat saw something different, fresh and unique in Scott. He took him under his wing and they began working together. He finally met Kanye West while he was working for 'A Bathing Ape Clothing Store.' Kanye would come in and Scott would sell him sweaters . . . and the rest is history."



www3.timeoutny.com

August 1989  
Elsie Mescudi enrolls  
her son in elementary  
school at Shaker.

August 1996  
For 7th grade, KiD CuDi  
attends Roxboro Middle  
School in order to have  
Mr. Holliday as a mentor.

July 2008  
KiD CuDi releases "A Kid  
Named Cudi" and distributes  
the CD to customers in  
A Bathing Ape  
clothing store.

April 2009  
KiD CuDi signs an agreement  
with Universal Motown Records  
to produce an album tentatively  
titled "Man on the Moon: The  
Guardian".

Infographic compiled  
by Simone Duval



# APPLE'S NEW iTAKEOVER

BY SIMONE DUVAL  
LIMELIGHT EDITOR



Once upon a time, there was a lovely redhead, complete with funky glasses and a chic scarf. Given \$1,000 and the task of finding a quality laptop within that price range, she happily tripped off to the Apple store. Of course she was convinced she would find something affordable, keeping in mind that she could pocket the difference if she found something cheaper. However, the young woman soon emerged, unable to find a computer that fit her specifications of a 17" screen for less than \$2,800. She disappointingly admitted to the observing camera, "I guess I'm just not cool enough to be a Mac person." However, the young woman ended up buying a Microsoft-equipped laptop for \$700, making a \$300 profit, and lived happily ever after.

This is no fairy tale; it's actually Microsoft's latest attempt to take a jab at Apple, Inc.'s seemingly unassailable technological empire. The commercial consists of a surprisingly genius recipe for a public relations comeback in the face of countless advertisements harping on personal computers' (PCs') inferiority. The most notable of them portrays a young Mac hipster rolling his eyes at a fat, middle-aged PC-promoting dweeb. Yet other companies, and Microsoft, Apple's biggest rival, seem to have caught on to this magic formula. Add one pretty youngster, plus dissatisfaction with a rival's products and prices, and voila! It's like Microsoft came out with Windows Vista all over again.

This continued public battle between Apple, Inc., Macintosh, as well as other PC companies really begs the question of whether different computers are as unique as they claim to be, or whether fancy marketing and hype is all that's distinguishing one from the other.

Eugene Kotmel, a Shaker Technology Education teacher, believes that for technology classes at the high school, Mac computers do have an advantage. Hence the 45 Mac desktop computers that can be found in classrooms 200 and 202, used for Digital Photography, Music Composition and other graphic-intensive classes. "[The Mac desktops] have True Type fonts for design that the PCs don't have, and they really give a lot of flexibility and design elements within their programs. [In deciding] between a Mac and a PC, the question really is, how sophisticated do you want your computer?" Sophisticated seems

to be the buzzword of the day. Apple just came out with yet another application that claims to satisfy any technology-junkie's needs. iLife '09 is a program that features the latest versions of Apple's best software applications, including GarageBand (a music-composition program), iPhoto (a photo-editing software), iMovie (a media-editing capability), and iWeb (a website design program). The iLife '09 Family Pack includes all of these capabilities in one simple download, making it apparently easier and less expensive to get the best of all Mac programs simultaneously.

But are all these fancy programs really necessary for day-to-day personal computing needs? Or does Apple hype them up to keep consumers interested and keep the company at the forefront of innovative technology? Although Bill Evans, a Mac PR and Analyst Relations Press Contact at Apple, stated that he was "unable to facilitate" a request for an e-mail interview, information on apple.com did provide a brief overview of 'Why you'll love a Mac'. The website cites brains and beauty as the two foremost attractions of the Mac, and then goes further into detail: "A Mac has all the essentials built right in, including automatic protection from PC viruses, the latest wireless technology, advanced Intel chips, and a rock solid operating system that's loaded with innovations."

What does major computing competitor Dell have to say about the differences in computer systems? Dell Public Relations did not respond to interview requests.

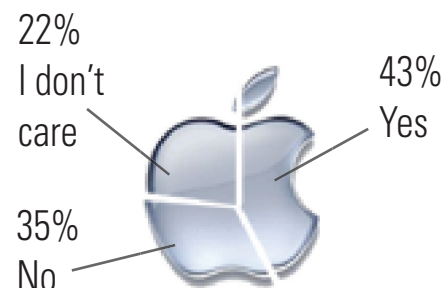
Technological components and economic discussions aside, there is also something that gives Apple a particular edge over other competitors, according to H. Rao Unnava. Unnava is a Professor of Marketing at Ohio State University, and believes that Apple's advantage comes from their ability to constantly come up with new technologies, and subsequently market them to the public. "Apple is always innovating. . . [They] came out with the notion of the iPod, and the relative size of the device, combined with the fact that it downloads songs and was legitimizing the transfer of music, made it very popular. The iPod . . . changed the way people marketed songs. The whole music industry is now undergoing a series of changes as a result of the iPod."

Kotmel agrees. "They're just a dynamic company. When they think PCs are catching up, they change the rules of the game, and come up with something totally new."

## WHICH COMPUTER DO YOU THINK IS BETTER: MAC, PC OR OTHER?



## DO YOU THINK 'APPLE GENERATION' IS A FITTING TERM FOR OUR ADOLESCENT AGE GROUP?



A telephone poll of 110 students conducted by The Shakerite staff, margin of error +/- 9.8 percent

Infographic by Simone Duval

## TOP 5 IPHONE APPS

**1 StickWars-** An app that calls for quick fingers, *StickWars* is a game where stick-figures attempt to invade your kingdom, and tapping or shaking the invaders away are your only methods of repelling them.

**2 WeatherBug Elite-** This handy app allows you to access local, national and international weather updates instantaneously.

**3 ParkingLot-** A digitized version of the favorite board game, *ParkingLot* puzzles you with the quandary of how to fit too many cars into too small of a space.

**4 Mini Golf 99 Holes Elite-** This app is exactly what it sounds like: golfing, 99 holes and shooting the par.

**5 Catcha Mouse-** This user-friendly app is highly addictive as you search for a new way to catch a mouse in a trap. It is the number one app in the UK and number two in Canada.

Compiled by Simone Duval and Julia Celeste

# Confessions of a Mac addict

I was 12 when I got my first iPod. My journey into life as a Macaholic began with that original white iPod that displayed no album covers; only simple black and white text denoted the song name and artist. It was simple to use even for my youthful self. I was able to easily setup my iTunes account and began spending money rapidly. Outkast's "Hey Ya" was my first downloaded song, followed of course by the middle school club banger "Milkshake" by Kelis.



COLIN JACKSON

Steve Jobs and his Apple Corporation iPod had only recently blessed the world with the latest portable media player. The ability to hold thousands of songs from various artists, and to be able to navigate them with only a touch of a wheel was unheard of in the age of the compact disc. All of the practical uses of the iPod were good, but what my iPod did for me was allow me to listen to all of the explicit music my parents wouldn't.

I was sold.

My parents considered this new device nothing more than a gadget that would quickly fade from my attention like so many had before it. But iTunes organized music and made it easy to browse, much quicker than browsing through the CD section of a local music store. I surpassed 1,000 songs in less than a year, pursuing all that iTunes had to offer. I bought pre-made play lists called iTunes Essentials. These crash course playlists made exploring new artists, groups and genres a less intimi-

dating experience. I schooled myself in music that was popular decades before my birth, including Parliament Funkadelic, The Grateful Dead, and Metallica.

I received a Mac Book, with Macintosh OS (Tiger) on the Christmas morning of 2005. Acquiring a Mac computer and my first iPod nano, which I also received that year, provided a glimpse into a world where your computer did more than just send email and write papers. This computer came with a built-in camera, a friendly operating system, and a new version of iTunes featuring the first downloadable movie I had ever seen.

I am a proud Apple addict. When the first iPhone was released in early 2008, it became my must-have item. Besides becoming a pop culture icon, the touch-screen phone brought with it downloadable applications. The phone's 3G technology, which allows a cell phone to have self-contained Internet capability, was the final step in making the iPhone the ultimate cell phone convenience.

My 3G iPhone has 18 applications ranging from a simple Map GPS program to the photo editing program "Be like Lil Wayne," which, as its name suggests, allows you to edit photos to look like the hip-hop star.

All of this from your cell phone.

A look at Apple's development since the introduction of the iPod reveals iPhone, Apple TV and the ubiquitous laptop line that has every college freshman video conferencing with mom and dad on iChat rather than making the long distance phone call. It's easy to see why the 2009 software is called iLife. iLife is the drug that an Apple addict like me has always dreamed of -- a world where left clicking is isn't necessary, where there are no viruses and your entire Apple gadget collection can be plugged into your laptop one by one. Since I download "Hey Ya," I have been one, but I never have said it aloud. So I will: "Hello my name is Colin and I am a Macaholic."



## SHAKER SQUARE EVOLUTION

The Shaker Square area may seem like just a place to catch the latest Hannah Montana flick, but in reality it is the oldest shopping district in Ohio and the second oldest in the nation. Shaker Square was listed in the National Registrar of Historic Places in 1976. The multi-million dollar renovation in 2001 gave a needed facelift to the area. The shopping district is now becoming a swank nighttime hangout. The addition of Darna: Fine Moroccan Cuisine is perfect for an exciting and adventurous first date. Grotto Wine Bar and Restaurant is another new dining hot spot at Shaker Square and is only open for dinner. It seems that this historic local shopping center is becoming an entertainment destination. **COLIN JACKSON**



Courtesy of The Plain Dealer

# TEEN PARTYING, POLICE PARTY CRASHING: WHAT HAPPENS WHEN YOU GET BUSTED

• With the rumor mill constantly focused on crazy weekend parties, it gets hard to keep the facts straight regarding what actually happens when things go wrong and shindigs get busted. The Shakerite asked Shaker Heights Police Department Detective Duane Parsons to let us in on the real deal

BY ADRIA KINNEY AND ALEXA SYKES  
THE BEAT EDITOR AND EDITOR IN CHIEF

### Adria and Alexa: How do people go about busting parties in Shaker?

Duane Parsons: The most common way we find out about parties is by residents calling; we don't go around looking. A lot of times we get calls because the party is loud, or because someone will call and say that they think they see juveniles carrying liquor into someone's house. Occasionally people who try to enter parties and don't get in call the police anonymously. Sometimes, a flier is generated in school about a party, and somebody from the school will call us.

### A: How do police gain access to parties?

D: We would have to have probable cause to enter. If we

see something, the police are going to make every effort to enter, or to see who owns the home and contact the parents. We are not always trying to bust people, but it is our duty to make sure everyone is safe. Several times we have seen people who have had too much to drink and have borderline alcohol poisoning.

### A: Explain the process of "busting" kids at a party. Who gets arrested, how do they get arrested, and what are the rules?

D: It all depends on the situation . . . there are two different types of arrests. Custodial arrest is when we take the person into physical custody, and this is when you are handcuffed and brought to the police station. Non-custodial arrests are generally done when there are a lot of people, and it's hard to bring them all in. We fill out a non-custodial booking card with all of your information and call your parents.

### A: What is the procedure for arresting kids with drugs or alcohol in their cars? What are police allowed to search?

D: Anything in plain view, I have the right to take. And something like the smell of weed is probable cause to search the car.

### A: Are punishments always consistent for the same offenses?

D: There is a standard protocol that must be followed. If you are an adult, you appear in Shaker Municipal Court. We offer a diversion program in this city for juveniles. You are eligible if you are a first-time offender, and the program is for kids who are willing to admit that



Photo Illustration by Adria Kinney

Although police officers claim that they don't motor around the city looking for misbehaving teenagers, it sure doesn't seem that way. Out driving on a typical Saturday night in Shaker, you're guaranteed to see at least three of the black-and-white police cruisers, seemingly just waiting for teenagers to get into trouble. While it is obviously critical that police do their absolute best to protect us, it's annoying to constantly be suspected of wrongdoing. Police frequently slowly drive down streets with lots of parked cars; of course, the assumption is that teenagers are getting into some kind of shenanigans behind closed doors. However, many times these get-togethers are truly just that: dance parties that are completely dry, and totally legal. The constant vigilance of the police officers only creates resentful teenagers; if we're going to live in constant fear of the police anyway, we might as well be drunk while doing it. Although this is may not be the right attitude to assume, a word of advice to Shaker police: less is more. The less often we see you, the more respect you will command when you come around.

ten  
second  
tick  
off



DeShonne Garrett  
Junior

"[When parties get busted] it sucks. It totally ruins the party, and anyone can get arrested, especially if you're in the cops' faces and acting ignorant."



Helen Reed  
Junior

"I would personally say, run for your life! But I would think that you would start off with a warning, but if you're a repeat offender, they will arrest and charge you."

what they did is wrong and are willing to suffer the consequences. You may be given probation, a fine, or something like that -- whatever the judge decides. You also have to stay out of trouble for a year, which means not getting arrested for any offenses. If you do the diversion program, the case is destroyed. There is no record of it; you don't have to put it on college or job applications.

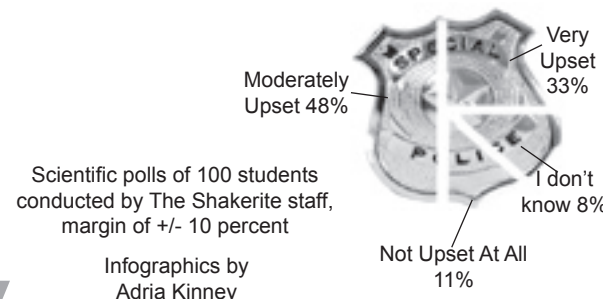
### A: Does the blood alcohol level of the teenager under arrest effect the punishments that they will receive?

P: It usually does not affect the decision. It more depends on age. If a 17 year old has six beers at a party and an 18 year old has one beer, the 17 year old will have their parents called and usually be released to their parents. The 18 year old will be brought into custody with a \$4,000 bond, and you have to post 10 percent of that to be released.

### HAVE YOU GOTTEN BUSTED AT A PARTY?



### IF YES, HOW UPSET WERE YOU?





# LI SAYS GOODBYE TO SHAKER, HELLO TO CHINA

BY TAYLOR SMITH  
THE BEAT EDITOR

After three years of living and working in the United States, Chinese teacher Raina Li may return to China after the 2009 school year.

Before Li's trip to America, she taught English at Hebei (huh-bay) International School, located in Shijiazhuang, Hebei, China. Li's first trip to the United States occurred after she volunteered to come here for a teaching career, not knowing that she would end up at Shaker.

Li's voyage began through a program that trains Chinese teachers to teach Chinese in American schools. The program, run by the Ohio Department of Education and the Chinese Language Council International, was located in Columbus. Li was chosen to remain in America and teach, and was told by her interviewer that she might be the right choice for Shaker.

"Neither I chose Shaker nor Shaker chose me," said Li. "It's like arranged marriage!"

Li is currently the only Chinese teacher at the high school and teaches three levels of Chinese in which 55 students are enrolled. Junior Emily Nosse-Leirer has enjoyed her experience in the class for the past three years with Li as her teacher.

"I enjoy learning the language, which is very different from English or Latin, and I enjoy learning about the culture from Ms. Li," Nosse-Leirer said. She decided to take Chinese freshman year when the class was held before school. As a student

of Latin, Nosse-Leirer wanted to learn a language that is spoken and useful. "It's a language that's spoken by a huge number of people, and China is a rising world power."

Junior Anna Griffith was a student of Li's up until second semester of this year. She started to take Chinese freshman year because she wanted to learn a new language, especially from a teacher who had just come over from China. Despite the difficult aspects, such as learning many complicated characters, Griffith was eager to take Chinese. "I was up for a challenge!" Griffith said.

Li may be returning to China after a three-year-long stay because of the expiration of her visa. She is expected to leave after the 2009 school year, depending on the Chinese government's decision of whether or not she can stay in the United States longer.

Li has loved her Shaker experience and said she would remain if the law allows.

"For these two and half years here in Shaker, I was almost melting with everything here . . . I met lots of nice, helpful, supportive people," said Li, who loved everything about Shaker, "even the trees and squirrels."

According to Principal Michael Griffith, Shaker is working with the Chinese government attempting to extend Li's stay in America. Even if Li must return to China, the Chinese language program will continue. "We are committed as a district to developing this program," Griffith stated.

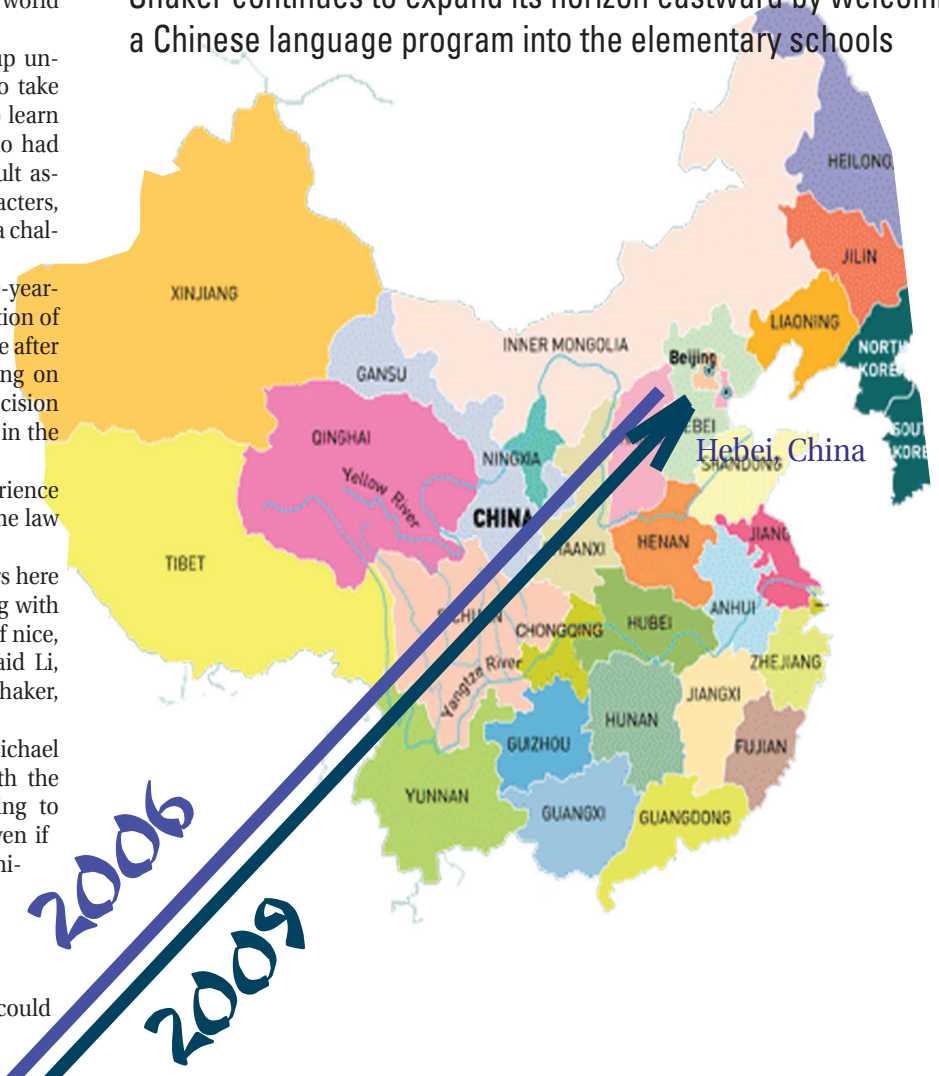
Li's students would love it if their teacher could stay.

"Ms. Li is great. She is fun, caring and a great teacher," Anna Griffith said. "I don't want her to leave, so hopefully the administration can find some way for her to stay and keep teaching."

• Having hosted Chinese teacher Raina Li for three years, Shaker continues to expand its horizon eastward by welcoming a Chinese language program into the elementary schools

## Easy Translations

Zàijiàn- Goodbye  
Bú kè qì- You're welcome  
Piào liang- Beautiful  
Xiè xie- Thanks  
Ào yùn- Olympic Games  
Dòng màn- Cartoon  
Jué le- Excellent  
Pài duì- Party  
Xué sheng- Student



## Elementary students learn Chinese

BY COLIN JACKSON  
THE BEAT EDITOR

Although America has historically only spoken English, it is now known to be a melting pot filled with immigrants venturing from all over the world. Since September 11, 2001, the American government has moved away from being a monolingual nation and has boosted its foreign language initiative. Just as Spanish is growing in America with the influx of immigrants, so has Mandarin Chinese.

Chinese was once treated as a novelty language or something done as an extra-curricular, but is now a part of Shaker elementary school's curriculum. For the first time, Shaker K-12's foreign language departments offer Mandarin Chinese.

The improvement in the foreign language curriculum is obvious in Shaker economics. As China becomes the largest consumer market in the world, Chinese becomes the world's most widely spoken language in the world, and perhaps, even in Shaker schools.

"It provides our students with more international perspective," said Dr. James Paces, Shaker's executive director of curriculum.

The Foreign Language Assistance Program is the only government-funded agency in the field of foreign language. It was formed as a result of Article V of the No Child Left Behind Act of 2006. FLAP provides three-year grant agreements to states to improve or create classes in Mandarin Chinese. This effort to teach American children Chinese is a government tactic to respond to the world's new economy where China is a major player.

Superintendent Mark Freeman was quoted in a radio interview with local radio station 90.3 WCPN



Allie Levin • The Shakerite

CHINESE TEACHER RAINA Li passes back papers to her students. She will be returning to China during the summer.

explaining that teaching Mandarin Chinese will make America's future workforce more competitive. The Shaker Heights School District is one of seven districts in Ohio to receive a part of this FLAP grant totaling \$100,000 that funds Chinese programs K-12. Neighboring schools such as Chagrin Falls, Laurel School, Beachwood and Hathaway Brown have instituted their own Chinese programs as well.

Elementary students in grades first through third are responding well to the new curriculum; their enrichment of a second language appears to improve English skills. The students are using their new language skills to communicate with electronic pen pals from China. All of these efforts are aimed at improving the skills of future Shaker graduates. Dr. Paces and the district believe that Chinese could become as common as English in the business world.





# ShakerSpeaks

04.29.09



## TAKE ADVANTAGE OF WHAT MAKES SHAKER SHAKER

Shaker is defined by the unique learning opportunities in which we excel, but it seems like every year those programs are threatened with extinction. We are one of the only high schools in the country that produces student written, student performed, and student-directed plays, yet this exceptional privilege may be eliminated. New Stages depends on the playwriting class, which the administration will cut if there are not enough students enrolled. This elective, like so many Shaker electives, makes the high school a desirable alternative to local private schools. Playwriting now can be taken as a full-year English credit for seniors. Take advantage of it while you still can.

EMILY GROSS-ROSENBLATT



## Copy 500 times: time to stop swearing, start learning

ADAM HIRSHORIN

When did school become a recreation center first and an institution of learning second? Our hallways are full of people yelling obscenities, throwing stuff and disrespecting students and teachers. Swearing quietly with your friends is one thing. Yelling across the hallway is ridiculous.

What are you doing standing around in the hallway doing nothing? Get to class; you are here for an education.

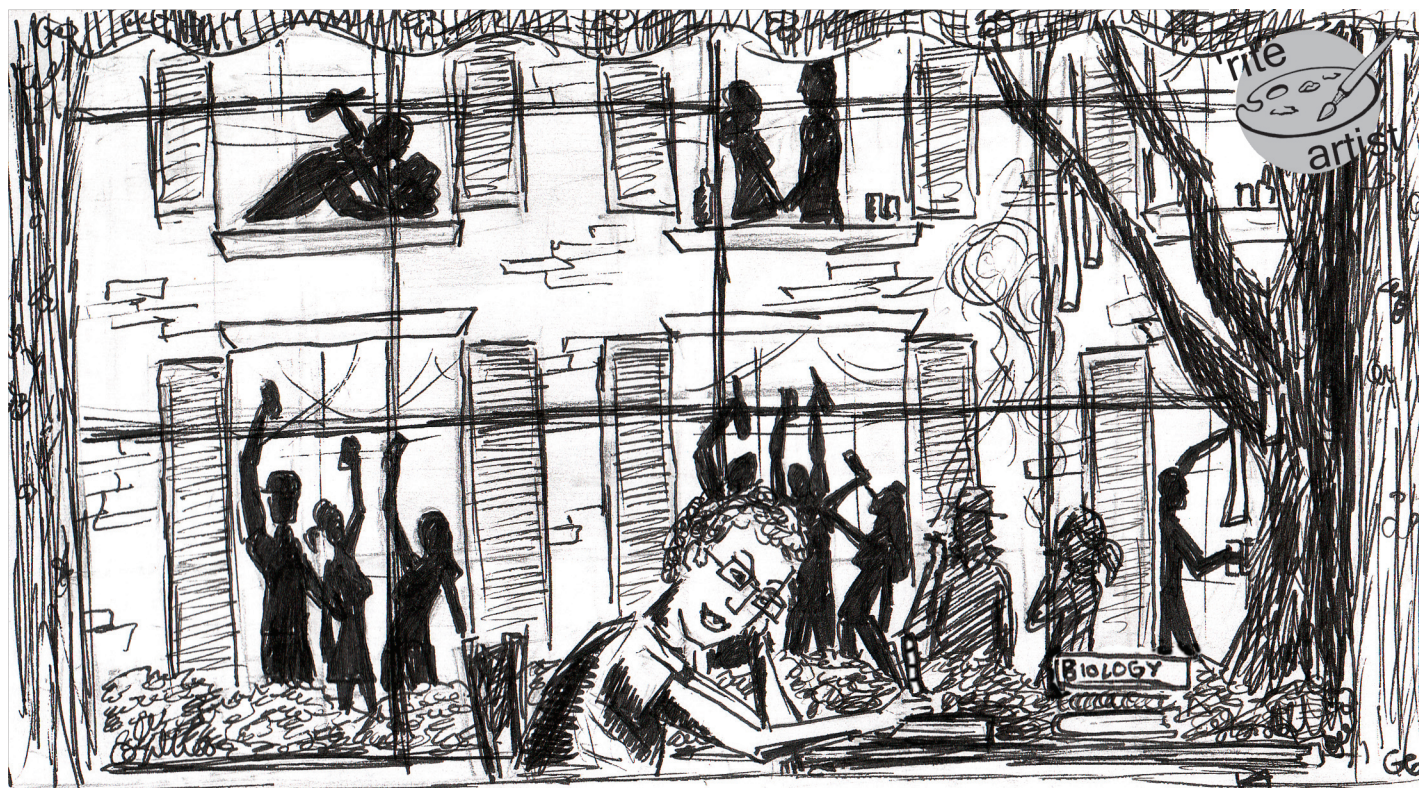
I know a lot of you don't like learning, but you should do what is expected of you, showing respect where it is deserved and not interrupting. The kids who don't care and just interrupt are a problem. What right do you think you have to be in my classes interrupting my learning because you don't care?

Teachers, thank you for the job you do, not only in terms of teaching, but also in putting up with the crap that students deal out to you because they don't care and don't respect you. It is time for you to put your foot down. The punishments that are doled out do nothing. Students just sit there in detention doing nothing and basically have a study hall after school.

Have them talk to someone? That's like a slap on the wrist. Suspending them may fix some cases, but it's really just a vacation to them. We need harsher punishments, and I'm not saying paddling or hitting a kid, but coming in after school for two hours and writing lines would create a correlation between messing up and an actual punishment that quite frankly sucks.

I know what a damn fine school Shaker is and that the education you can get if you care and try is absolutely stellar. But look around and look at yourself. Should our school really be content to let problem kids go by, to let people fall by the wayside, failing out, not because classes are too hard, but because they don't care? If they don't care there's nothing we can do, because it is up to them how far they go.

But look at the kids who would probably fall in line if they actually had some consequences. Let's go after those kids and show them that they can achieve and that race doesn't control how far we can go. We have a black president. I may not like him, but I know the significance of this and what it means. It means you can do anything. Look at how far he went. If you stopped for a minute and looked at your actions, you'd be able to go damn far, too -- if you take the time to actually care.



## POURING ALCOHOL ON THE WOUND

### • Prevalent party culture makes social interaction harder for the rest of us

It wouldn't be inaccurate to say the majority of Shaker students are no strangers to partying. Parties are not infrequent, to put it mildly. Many students know the usual avenues to obtain illicit drugs or alcohol.

But what about the silent minority of students who've never attended a party, who've never been busted, who have not picked up the trade of obtaining six-packs? What about the unfortunate students who have strip-searching helicopter parents? Or the hapless ones who don't get drugs? Or the studious ones who don't relish their days of childhood dependency while they last? Why do they have to suffer isolation for making rational decisions?

Normally, most students at school aren't inebriated -- or they disguise it well. However, after school, anyone might catch a smell of pot lingering in the air. If someone were to wander around the neighborhood on a Friday night, inevitably they would find a lawn strewn with empty glass bottles and beer cans belonging to a house in which every light is on. If they were to look out the front window on lawn day, they would find seniors drinking as if alcohol were the water of life. The fact of the matter is, the war on drugs, alcohol and other debauchery has long been lost. Once the government, concerned parents and social conservatives all took up the role of moral crusaders, it had been lost. In every place it was lost -- the airwaves, the homes, the street corners -- to our tendency to defy authority and perform the taboo. Adults may consume

mind-altering substances for the effect, but adolescents are inevitably drawn to anything illegal just for the sake of illegality. Teenage drug use is now a fact of life, if it wasn't before.

So, boasting about drug use on the front lawn or the locker room or in the hallways -- or even in class -- is a way to increase credibility among other students. If it's not mildly amusing, then it's equal parts annoying and disturbing. Apparently our buzzed brothers and sisters haven't heard about the health risks (which are real enough) or the legal ramifications of being completely plastered under the age of 21.

It's not to say that students who get plastered are necessarily unintelligent, or that perfectly sober students are always success stories, but there is a definite correlation. There are no Drunk Olympics (or Stoned Olympics, to the chagrin of Michael Phelps). There aren't many lucrative, remotely legal job offers involving their drug of choice.

However, students can get drunk and smoke to their heart's content (and their lung's and/or liver's destruction), but not everyone is perpetually plastered.

The world of Shaker students who do their work continues to turn, even while the world of student addicts who see flying purple elephants stands still. It would be pointless to ask if they could lay off the bong, but for the sake of any remaining dignity they have left, to leave their epic tales of tipsiness outside the school doors. If it takes police whirling handcuffs around their fingers at dances, then so be it.



41% of 8th graders, 73% of 10th graders, and 86% of 12th graders say marijuana is easily accessible.

50% of teenagers nationwide reported trying marijuana, and 22% said they were current users.

28% of students aged 12-20 reported that they had a drink in the past month.



# IB COMES TO SHAKER

## A QUICK LOOK AT THE IB PROGRAM

### GENERAL

- IB was founded in 1968 in Switzerland.
- IB is a non-governmental organization affiliated with UNESCO.
- It works with 2608 schools in 135 countries, and offers its programs to around 708,000 students.
- There are 994 IB Schools in the United States.
- There are 20 schools offering the Diploma Program in Ohio.

### TIMELINE

- Shaker intends for the class of 2012 be able to take IB classes during their senior year.

### CURRICULUM

- IB offers three programs: Primary Years Program for ages 3-12, Middle Years Program for ages 11-16 and Diploma Program for ages 16-19.
  - The diploma program is offered to juniors and seniors.
  - Final exams are given in May. Each exam comprises three standardized papers, the contents of which vary by subject. Examiners are "quality-checked" by the IB Organization and sent to schools.
  - The elementary and middle schools are expected to adopt the IB curriculum for all classes.
  - Over 80% of students who take IB pass.
  - The six sections are the primary languages (English), foreign language, experimental science, individuals and societies (social sciences), mathematics, and arts and electives.
  - A course in Foreign Language, Science, Social Studies or a class in computer science can replace the arts and electives course.
  - Grades are awarded from 1 to 7, for a maximum score of 45.
  - Up to three points are given for the essay.
- 800 colleges, including MIT, Harvard and Duke, accredit higher-level IB courses.

### REQUIREMENTS

- Students are required to take two years of each subject (social studies, math, science, English), a foreign language and an elective in IB.
- IB requires a 4,000-word research paper on a topic of student's choice.
- IB requires students to do 150 hours of "Creativity, Action and Service." Creativity involves performance in visual arts or music. Action involves physical or sports-related activities, and service involves community service. There is a requirement for 50 hours in each.
- Students must earn a minimum score of 24 in their classes to receive an IB diploma.
- Students must also pass the Theory of Knowledge (TOK) course.
- Three of the six classes must be higher-level, which require 240 hours of instruction per year, while the rest are standard-level and require 150 hours of instruction.
- Students can receive a certificate of merit if they take an IB class but do not fulfill the requirements for a diploma. Most colleges will accept certificates for HL classes for credit.

### TERMINATION

- The school can terminate the IB program, but must continue to offer it until the next school year begins.
- Disputes over IB are resolved in Geneva according to Swiss law.
- IB will not refund anything if it decides to withdraw authorization for the school to teach the IB Program. If authorization is rescinded, teachers can no longer use IB materials to teach their classes, and students will not receive IB certificates or diplomas. If the director-general does make this decision, it is not open to appeal, but the school is given six months to remedy the situation.

## Mechanics of the Diploma Program

BY EVAN WHEELER  
SHAKER SPEAKS EDITOR

Shaker Heights is currently a candidate to become an International Baccalaureate World School. Before they can receive the proper certification, however, a great deal of paperwork must be filed, teachers must have attended an IB seminar, and IB will inspect the school to make sure their standards are being met. However, when the process is over, Shaker will be authorized to teach IB, and students may receive an IB diploma recognized around the world.

Teachers involved in IB write a 15-page course curriculum guide, which gives a general framework to their curriculum. Ronald Bier, the Diploma Program Coordinator at Oberlin High School, puts it thusly: "50 to 60 percent of the curriculum is dictated to you by IB. 40 to 50 percent is your choice, using the IB format."

Assignments are notably different in IB. While No Child Left Behind placed emphasis on standardized testing, IB focuses on student experience and discovery. For example, 15% of the English diploma's grade is based on an oral presentation and analysis of a passage from an unfamiliar book. Students have 20 minutes to write their speech, and then present for up to 12 minutes. The presentation is taped and sent to IB for evaluation. History students, instead of doing standardized tests, may perform skits or produce films (NHD could be part of the curriculum). A science teacher may offer a list of materials and a hypothesis, and the students would devise and perform a lab themselves.

Marks are awarded from 1 to 7, for a maximum score of 45 annually. Up to three points are given for the Theory of Knowledge Class and Extended Essay. Three of the six classes must be higher level, which require 240 hours of instruction per year while the rest

are standard level and require 150 hours.

At the end of the program, students must complete a 4,000-word essay on a topic of their choice with guidance from their adviser. They also must have completed the Theory Of Knowledge course, which examines how knowledge is obtained. Finally, they must also complete 50 hours of fine arts, 50 hours of community service and 50 hours of sports activities, according to the IB

website. However, the Creativity, Action and Service program is vaguely defined, and schools are free to interpret CAS themselves. Tim Mitchell, diploma program coordinator designate and AP U.S. History teacher, is unsure whether senior project will continue after the implementation of CAS.

Students do not need to enter the full Diploma Program. Students can receive Certificates of Merit for individual IB courses. Some classes, according to Mitchell, may prepare students for the AP exams as well as the IB exam.

All the teachers from the elementary schools, Woodbury, and the Middle School will receive IB training at workshops across the United States over the course of several years. According to Mitchell, to avoid paying \$1,500 to \$2,000 to introduce every teacher to IB, Shaker Heights is paying to have

trainers attend the school. Each exam, which is required to pass the course, costs \$90, meaning a student seeking a diploma may have to shell out \$540 a year. Shaker may opt to pay for exams and other fees through grants from private sources such as the Gund Foundation and the Cleveland Foundation or the government. According to Bier, President Obama's pick for Education Secretary, Arne Duncan, taught in Chicago, where IB is prominent. Governor Ted Strickland, who made education a cornerstone of his campaign, has also demonstrated interest in new methods of teaching.

## Where it's happening now

### The Shakerite contacted two Ohio schools for their views on the IB experience

#### OBERLIN CITY SCHOOLS



Oberlin hired a new superintendent three years ago who sought a new curriculum that included multiculturalism, and so the district turned to IB. They will offer their first Diploma classes to current sophomores next year, and have already begun the Primary Years Program and Middle Years Program. Oberlin still intends to keep their accelerated program independent of IB.

Diploma Program Coordinator Ronald Bier said that Oberlin had been "reaching out" to students of every stripe. Bier admitted that, aside from the elective section of the curriculum, Oberlin students participating in the IB program would have less time for extra-curriculars, but said Oberlin does not emphasize electives.

Oberlin receives hundreds of thousands of dollars in grants to fund IB and has shifted from paying for schools from property taxes to income taxes. Oberlin will pay for their exam fees with grants, but Oberlin is a small school compared to Shaker Heights. Students in need can apply for financial aid. Bier is confident that changes in state and federal government will ensure funding does not dry up.

#### AKRON FIRESTONE HIGH SCHOOL



Akron Firestone has been teaching IB since 1996. 300 IB students have graduated from Akron Firestone. They are a full diploma school – meaning every class is an IB class, and every student receives an IB Diploma. However, according to Judith Harrison, IB coordinator, the rigor of the curriculum is not a deterrent to taking sports or electives. "Firestone IB students are very involved in extra-curricular activities. Our IB students are swimmers, cheerleaders, debate team members, mock trial participants, baseball, basketball, football, soccer, volleyball, track, cross-country players etc. They are represented in every school activity. In fact, they probably participate more than a regular student due to their time management and organizational abilities."

#### WHAT THEY HAVE TO SAY

IB is not only for the best and the brightest, but for hard workers.

Ronald Bier, Oberlin Diploma Program Coordinator

What they want is a student who is well rounded, not just one who does athletics.

Tim Mitchell, Shaker Heights Diploma Program Coordinator (Designate)

Our students recognize the commitment, and although there is considerable work and sometimes it feels a bit overwhelming, they are dedicated and complete assignments knowing that this is what will be expected of them after high school in their college life.

Judith Harrison, Akron Firestone IB Coordinator



# LONG LIVE LAWN DAY

• Lawn day is a valued tradition for Shaker seniors, but rumors that this year would mark the end of the tradition persist, prompting the class of 2009 to print “Last class on the grass” T-shirts. It’s no secret that some seniors pursued illegal and/or intimate acts during lawn days past. As of now, however, administrators have done nothing more than ban tents during the May 8 celebration.

## NO TENTS, EXPLAINED

In an April 30 email message to high school faculty and staff, Principal Michael Griffith reported the school district decision to ban tents on lawn day. There has been discussion with a number of you, District Administrators, regarding supervision concerns of the lawn on the seniors’ last day. In an effort to tighten supervision of the class, or perhaps punishment for the behavior of past classes. The reality is it is not about the senior class. It is about safety and appropriate supervision of the school day. We know that there have been behaviors that we do not condone taking place inside of the tents. Therefore, the tents themselves are the issue. They are simply a bad idea that has grown over time. This is an excellent class, and we all have full faith and trust in them as a group. They have earned great respect for their maturity and accomplishments. This issue has to do with the continued growth of tradition that provides the opportunity for behaviors we cannot support. We would be negligent if we did not remove the tents.

## Savor traditions

DIANA JACK  
EDITOR IN CHIEF

Ever since that first stink bomb went off my freshman year, senior prank week, senior spirit week and lawn day have seemed to represent the culmination of my high school experience. Each year, as the graduating class drove around the oval honking in celebration, I thought to myself how much I wanted to be a second semester senior and to finally be allowed to take part in the traditional rites of passage. After four grueling years of Advanced Placement classes, boring teachers, up and down staircases and obnoxious administrative decisions, I think I speak for the entire senior class when I say “we up.” And in light of our leaving, we would all like to let loose for a week. We have learned by example and are simply following in the footsteps of the classes before us. We were disrupted during our tenth period Global Studies classes and during our AP United States History exams, and frankly, we expect that the classes below us will be, too. And when their time comes, they are more than welcome to frolic and disrupt to their hearts’ content.

It’s not that I enjoy vandalism or “rulebreaking,” it is simply a matter of wanting to have the same privileges the classes before me had.

In years past, Principal Michael Griffith and the administration have been wonderfully liberal about prank week: although they send an anti-prank letter home to students, Griffith himself approves harmless pranks, which in the past have included “forking” the lawn and filling a hallway floor to ceiling with balloons. While some students take pranks to an extreme or unsafe level: pouring oil on hallway floors or throwing pages of porn magazines down the stairs, most plans are only funny, not dangerous. Thus, as long as the administration is willing to let us do fun pranks, we’re mostly willing to oblige. Despite the claim that illicit behavior occurs during lawn day, the activities are not universally practiced. Although I see the dilemma faced by the administration, I will argue that my class is outraged that the school would pick our year to suddenly disallow lawn day and its various components.

## Shaker students deserve lawn day



Emma Limoli

The sun is bright, the grass is green, and the sky is a deep blue. There are no clouds in sight, and cars are speeding past with their windows down. High schools across the nation of America are graduating and everyone is moving up in the hierarchy of life. As spring finally arrives, the seniors of Shaker Heights are ready to graduate and partake in senior prank week. The last day of that week is lawn day. Lawn day started off as a prank then became a tradition that every senior pursues. Seniors wake up obscenely early to go out onto the front lawn, set up their tents and enjoy the end of their high school careers. Last year they set up a mock beach with sand and lawn chairs. The year before they grilled on the back of someone’s car. One of the most exciting things for seniors is getting the opportunity to participate in their own lawn day. Each

lawn day is specific to that class; the lawn day from last year isn’t necessarily going to repeat this year. Each graduation class is different and each should be judged differently. When I was a freshman I remember an older student coming into our first period to brag about going to lawn day on a beautiful spring day while we had to stay in and learn. As the years passed I, like everyone else in the school, looked forward to my day on the lawn. Then at the beginning of this year students started to hear rumors of the event being taken away. It would be very unfair to the class of 2010 to have to watch yet another class enjoy lawn day when we know after this year it’ll be nonexistent. In one of my classes a senior told us that they weren’t allowed to have tents anymore. What happens if it rains or it’s too sunny? People in previous years came to the school at 4 in the morning to set up their tents. Tents are essential lawn-day props. The bottom-line is that lawn day is a tradition at this school, and everyone should get a chance to participate in it when their time arrives. Just because one class messed some stuff up won’t mean the next class will. The question is not whether the school should ban lawn day, it’s whether or not each class can handle lawn day and the freedom it brings.



# YOUNG TEAM PERSEVERES

• The loss of six senior lacrosse players forced underclassmen to become the leaders of the team. Fortunately, the girls have not let age stop them from taking charge and look forward to a successful season of hard-earned wins

BY PATRICK POHLMAN  
RAIDER ZONE EDITOR

At the end of the last season, the women's lacrosse team seemed poised for a successful 2009 campaign.

But a coaching change, a lack of enthusiasm and some undisclosed issues compelled six senior players to quit before the season began.

Lizzie Helffrich, Kelly Sommers, C.C. Licina, Joanie Clougherty, Loren Shatten and Heather Froimson are the six seniors who decided to not play this year.

"I just didn't love it like I love field hockey. My heart just isn't in it anymore," Clougherty said.

"I quit because I've never been that into lacrosse and I didn't want to risk getting injured. Plus it just wasn't the same after coach Chantal Ayers left," Helffrich said.

Ayers coached the lacrosse team for three years before leaving due to personal reasons. Her absence left the girls distraught for this year's season.

Sophomore Emily Flynn knows the team will be different because of it, but she also believes the team, now coached by Allison Bradford, will be able to cope.

The Raiders have a 3-4 mark at press date.

"We are missing out on the players that quit in a sense that they were good players and will be hard to replace. But I believe we will be able to work as a team and pull together after such losses. Hopefully the returning players can pull the team together," Flynn said.

Absent senior leadership, younger Raiders have stepped up instead.

"Some great leaders have risen this year, like the junior captains Heather Buffo and Whitney Livingston, even without seniors to guide us sophomore attack Georgia Haddad said.

"We have some amazing players and role models on the team who are eager to share some wisdom with newer players," she continued.



John Fletcher • The Shakerite

SOPHOMORE KARLI WISE rushes towards an opponent during a game. The girls continue to fight hard even though they are no seniors, ho quit for various reasons including a lack of enthusiasm and changes to coaching staff.

The youth movement will pay dividends in the future.

"I think we have potential for growth even if it doesn't happen this season," Buffo said.

"The best part is that our team won't likely change much next year, so we have a lot to build on. I can't wait to see how great we work together after two years of growing," Haddad said.



Georgia Haddad  
attack

Some great leaders have risen this year, like the junior captains Heather Buffo and Whitney Livingston, even without seniors to guide us. We have some amazing role models who are eager to share some wisdom with newer players.



Whitney Livingston  
junior

In a way it was good because each of us had to step up to fill those gaps. The pure talent of each player showed through . . . to make one strong team.

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SHAKER LACROSSE PLAYERS battle for the ball during a game against arch-rival Cleveland Heights.

## STAY IN THE LOOP

Subscribe to The Shakerite! \$20 will bring every issue of the 2009-2010 Shakerite to your mailbox so you can be the first to know whether the campus ever really closes or tents return to lawn day. Send a check for \$20 made out to Shaker Heights High School along with your name and mailing address to:  
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Shaker Heights, OH 44120



MANNY WANTS TO RETIRE IN CLEVELAND

Before all the Cleveland Indians fans get down in the dumps, they should be happy to know Manny Ramirez wants to come back to Cleveland. Ramirez told reporters when he re-signed with the Los Angeles Dodgers that he could see himself ending his career in L.A. But he recently called up former teammate Jim Thome and asked Thome if he would be interested in a reunion. Ramirez said he had so many good memories in Cleveland, he can't think of why not to go back. He thinks it's everyone's dream to retire where they started. Ramirez can opt out of his two-year deal with L.A. next season. Thome's contract with the White Sox ends after this season.

PATRICK POHLMAN



# BASEBALL COUNTS ON SUNNY OUTLOOK

• After trip to Sunshine State, Raiders see clear skies ahead

BY TOM O'NEILL  
STAFF REPORTER

With strong leadership from the coaches and captains and a senior-heavy roster, the Raider baseball team is anticipating a successful season and was excited at the chance to show their stuff against some of the nation's top talent on a trip to Disney World during past spring break.

The players are grateful for their chance to display their individual talent and to play baseball outside of the north gym. "It is a good opportunity to see how the team can do and how well we play together," senior catcher Frank Triozzi said.

A second obvious advantage is the sunshine the state is known for. "In years past, the first time we've been able to practice outside is when we get to Florida," Triozzi added. Junior middle infielder Kevin Verne, who also appreciates the benefits of the southern climate, said, "It gives us a chance to get some games and practices in on a real field."

The players also recognize the benefits the trip has for the team off the field. Florida brings us together as a team," Verne said.

"The team really bonds together when we go to Florida because we're constantly with each other for a week straight. We get to know each other really well and that helps for our team chemistry," Triozzi agreed.

After returning from the Florida trip, the Raiders have their sights set on lofty goals. After going 2-2 against top competition in Florida, including a perennial powerhouse from Kentucky that is ranked 32<sup>nd</sup> in the na-

The team really bonds together when we go to Florida because we're constantly with each other for a week straight. We get to know each other really well, which helps our team chemistry.



Frank Triozzi  
senior



John Fletcher • The Shakerite

SENIOR WILEY MILLER bats at the top of the fifth inning at a home game against Euclid High School. The Raiders excelled and beat the Panthers 7-2.

We talk about [winning the LEL] every day and push each other to get better with every rep . . . we try to stay focused in everything we do.



Kevin Verne  
junior

tion, and last year's runner up in the Colorado state finals, the Raiders are prepared for a tough season of competition.

Both Triozzi and Verne agree when junior shortstop Sam Buddenbaum said, "Our main goal is to win the LEL. We feel we definitely have the talent to do so. Now it's just a matter of executing."

The team's high expectations come from a tone set by English teacher and Head Coach Mike Babinec. "Winning

the LEL is our first goal, which is something that hasn't happened in six years," he said. Babinec thinks this year's team has a great chance at winning a tough conference, due in part to the experience on the roster. "Our second goal is to send the seniors out on top. There are a lot of seniors on the team that have been playing with us for a while," Babinec said.

Verne has certainly noticed the change in attitude and the consistent extra effort. "We talk about [winning the LEL] everyday and push each other to get better with every rep . . . We try to stay focused in everything we do," he said.

If the Raiders accomplish this goal, it will be in large part due to some quality time spent with Mickey Mouse and company.

by the #s

there are **18** members on the varsity team and **11** of them are seniors. They are currently ranked

**50th** in the state of Ohio.

they have won **6** games and lost **3**. They flew

**1,054** miles to Disney World